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ABSTRACT

A study assessed the specific courses and educational needs professionals considered important in the proper undergraduate preparation of future public relations practitioners. A survey questionnaire was sent to a random sample of 1,000 human resource managers and public relations practitioners from the national membership of two professional organizations (the American Society of Training and Development and the Public Relations Society of America), with replies received from 389 individuals for a response rate of 39%). Using a Likert-type scale, respondents rated 54 different topical areas of study on a scale of 1-to-5. Results indicated that the curriculum for public relations (PR) majors should move away from the traditional journalism emphasis and be aligned more equally with business and organizational communication. Respondents further indicated that a core of communication courses could form the basis of human resource development (HRD) and PR majors. Only moderate support for individual certification, qualifying examinations, and Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) accreditation of programs and graduate degree program was found. (Seven tables of data are included, and 13 references are attached.) (Author/MG)

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Assessing the Educational Needs of Tomorrow's 'Ideal' Corporate Communicators: Should Public Relations and Human Resource Development Programs Form A 'Strategic' Merger?

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Running head: EDUCATIONAL NEEDS OF CORPORATE COMMUNICATORS

Abstract

A survey questionnaire was sent to a random sample of 1,000 human resource managers (ASTD members) and public relations practitioners (PRSA members) from the national membership of each organization. Using a Likert-type scale, respondents rated 54 different topical areas of study on a scale of 1-to-5 to assess the specific courses and educational needs those professionals considered important in the proper undergraduate preparation of future practitioners. Results suggest the curriculum for public relations majors should move away from the traditional journalism emphasis and be aligned more equally with business and organizational communication. Respondents further indicated that a core of communication courses could form the basis of HRD and PR majors. Only moderate support for individual certification, qualifying examinations, ACEJMC accreditation of programs and a graduate degree program was found.

Assessing the Educational Needs of Tomorrow's 'Ideal' Corporate Communicators: Should Public Relations and Human Resource Development Programs Form A 'Strategic' Merger?

Introduction

Peering into their crystal balls in an attempt to predict future trends and issues, as well as future educational needs, seems to be a popular pastime for a growing number of researchers in the field of public relations education. The debate has not only bandied about curricular questions but it also has contributed to a full-scale assault on whether public relations should even continue to be taught predominantly by journalism educators, as has been the tradition.

One of the most recent salvos tossed into the fray came in the form of a prediction made in the April 30, 1990 issue of PR Reporter, a weekly newsletter targeted to public relations and public affairs professionals. "Human resources and public relations are bound to collide in the decade ahead," proclaimed the lead article. At the focus of the "turf battle," it continued, would be "employee communication." The article pointed out that throughout the country the number of corporations assigning the responsibility for employee communication to the Human Resource Development department and the number assigning it to the Public Relations staff is already split fairly evenly. The article's conclusion: a "strategic partnership" between the two functions or departments, which would be of the greatest benefit to the organization.

As the lines that have traditionally separated these two functions become less clear or pronounced, perhaps it is time, particularly as public

relations educators debate curricular issues, to examine the similarities and differences in HRD and PR education. If a professional merger is on the horizon, should some form of merger between HRD/organizational communication and public relations curricula be appropriate, or even necessary, to create the ideal corporate communicator of the future? The purpose of this study was to query HRD and PR professionals regarding their assessment of the value and need for specific courses in an academic preparation. Another purpose was to look for any similarities or differences in the ranking of the importance of a number of these college courses by the professionals from the two fields. Does a common core of courses appear to be considered significantly important by both groups? If so what are the curricular implications?

Review of Literature

During the past fifteen years, a number of researchers have attempted to assess the future needs of public relations education. The interest in improving public relations curricula comes as the percentage of students choosing public relations programs in traditional journalism and mass communication schools and departments is increasing. In 1987, 15 percent of the graduates from schools of journalism and mass communication were from the public relations sequence as compared with 17.5 percent from news editorial sequences (Peterson, 1988). At those schools with the largest public relations sequences, 24 percent of the total enrollment was in public relations. The figure was near 33 percent at a handful of those schools (Grunig, 1989; Peterson, 1988).

Grunig (1989) has pointed out that several problems facing public relations education are: (1) a lack of resources, (2) an unwillingness by many journalism educators to allow public relations to grow out of a subordinate role within their departments, and (3) a disproportionately small

number of public relations faculty in relation to the total number of faculty within most departments.

As a result, the number of proposals calling for changes and improvements in public relations education and its status as well as for relocation to different departments or colleges on campus has increased. Researchers have called for a gamut of approaches including the removal of public relations from traditional communication programs with replacement in business schools, the creation of separate public relations schools or departments, greater emphasis in language arts and traditional journalism instruction, less emphasis and need for news-oriented journalism, the need for more organizational management courses, and an increase in the number of courses from the traditional liberal arts. The result has been a division of opinion among educators and practitioners (Grunig, 1989; Baskin, 1989; Wakefield and Cottone, 1984 and 1985; Cantor, 1984 and 1985; Haynes, 1981; Jackson 1982; Kalupa and Allen, 1982; Wylie, 1982; O'Dwyer Newsletter, March 2, 1983).

A common research technique has been to query practitioners via questionnaire. These questionnaires have asked them to rank or rate the importance, from a listing of journalism, business, organizational communication, graphics and basic liberal arts offerings, the specific courses, skills, or knowledge areas they feel would be the most important for the future practitioner or even for themselves in their current position.

In one such study, Wakefield and Cottone (1985) surveyed the management-level practitioners from 261 agencies and corporations in the Midwest to determine what knowledge and skills areas they felt were the most important. Among the findings was a division between agency and corporation practitioners regarding their belief in the importance of basic journalistic skills such as press release writing, speech writing, advertising copy writing, and writing

for publications. They reported that these kinds of traditional "journalistic" skills were considered more important by agency professionals than by corporate respondents. In addition, they also reported:

> Based on their perceptions of the future needs in the field, owners/presidents of public relations agencies placed significantly more importance than did organizational PR directors on the academic course areas of public relations campaigns, graphic arts, and broadcasting/film. Organizational public relations directors placed significantly more importance than did agency owners/presidents on the academic course areas of management and business law. Rank orders for academic recommendations varied for the two groups (p. 7).

Among the recommended college courses, a course in marketing received the highest ranking based on a Likert scale, from the total group (agency and corporate practitioners combined). It was followed, in order of ranking, by advertising campaigns, public relations campaigns, speech communication, advertising-related courses/business (tie), basic public relations perspectives, management, organizational communication, basic advertising perspectives, publicity, case studies in advertising, and journalism, to round out the top 12 spots of 28 courses ranked. It should be noted that the spread for the mean averages ranged from 3.590 for marketing to 3.171 for journalism -- a score that was still considered "moderately important." The bottom three rankings were sociology, business law and political science (p. 12).

Both groups, however, placed traditional "journalistic" skills in three of the top "knowledge/skill" areas of importance. The top five, in order, were as follows: customer/client relations (3.823), decision-making/problem solving (3.818), copywriting and proofreading (3.541), writing print and advertising copy (3.538), and writing news releases (3.535). Considered least

important were the bottom three of the 38 categories ranked (school relations (2.177), graphic design of news releases (2.104), and fundraising and development (1.978).

Wakefield and Cottone drew upon these rankings to formulate their major conclusion, that "public relations degree programs should deemphasize [sic] journalism course work." (p. 7) Noting, however, the rapidly changing nature and focus of the profession, they recommend periodic follow-up studies in order to assess the desires and academic training preferences of the professionals who will be the future employers of current public relations students.

Baxter (1985) surveyed PRSA (Public Relations Society of America) Corporate Section members in order to develop what he called a list of "support" courses the members felt necessary for students planning careers in corporate public relations. Using a Likert-style scale, he asked the professionals to rate the importance of communication, business, and related courses that he had clustered into 17 areas. The highest-ranked cluster was the journalism-related category (writing, editing, photography). It was followed by the Public Relations (theories, techniques of PR, cases studies) cluster. Internship was ranked third and speech communication courses (public speaking, interpersonal, small group) were fourth. The marketing cluster was fifth followed by management, video techniques, economics, finance, advertising, government/political science, accounting, business law, statistics, and foreign languages.

In 1983, Jack O'Dwyer stirred up controversy in his weekly newsletter ("Briefs," March 2, 1983) when he challenged ACEJMC accreditation requirements by proposing that only 5 percent of a public relations student's coursework be in his major area. He suggested that courses such as economics, English, and

political science would be more beneficial to future practitioners' careers.

Kendall and Anderson (1986) surveyed both public relations practitioners and public relations educators asking them to rate 110 curricular elements on a seven-point scale, ranging from essential to non-essential. One hundred and fifty-four educators and practitioners responded to their survey. Among the findings:

> Mean scores . . . rated marketing, print communication processes, publicity and media relations, journalism skills, and goal-setting as the more important topics that should be covered in a public relations education (p. 1).

Kendall and Anderson noted that other topics earning a mean average of 6 or more included writing for mass communication, a business minor, the nature and role of public relations, electronic communication processes, measuring program effectiveness, ethics, management, audience segmentation, evaluation, research, measurement tools, credibility, social forces, problem analysis, community relations, budgeting, duties of the practitioner and employee relations.

Kendall and Anderson, following a factor analysis that created six broad topic areas based on the listing of offerings, concluded:

> Facility with the language is considered the most important attribute for a career in public relations. Of equal importance is an opportunity for practical experience as a part of education preparation (p. 5).

This "facility" included both oral and written expression.

Two additionally significant conclusions were made by Kendall and Anderson that should be considered by those engaging in similar research:

> . . . respondents generally reflected the perspective of their own career level: younger practitioners tended to give greater importance to the

entry-level skills required of them; senior-level practitioners tended to discount entry-level skills and place greater importance on management and social perspective," and "respondents seem to have a higher agreement on the tools and techniques that make up the practitioner's normal day than on the more theoretical aspects of public relations (p. 16).

However, Grunig (1989) writes that most journalism schools are able only to train public relations students to follow the "press agentry" and "public information" models of public relations which makes them "journalists in residents" as opposed to true practitioners. He argues:

> The public information model fits perfectly with journalism education, and most journalism schools with limited offerings in public relations essentially teach that model. Both press agentry and public information describe communication programs that are not based on research and strategic planning, however. Excellent public relations departments base their communication programs on more sophisticated and effective models. Usually, all of the practitioners working in programs described by the press agentry and public information models also are technicians rather than managers, a fact determined in part by their journalistic training (p. 19).

Grunig, writes that journalism, business and speech schools and programs can only teach public relations "as it has been practiced in the past (p. 19)." He calls for autonomous public relations programs. He adds:

> Therefore, I contend that public relations education will produce the best practitioners if it is taught with a management component--either in a business school or in an autonomous public relations program with a management component . . . Ideally, then, public relations should be a separate department within a school or college to control its own

> curriculum and resources . . . Departmental or semi-autonomous status generally results in more resources for public relations because it quickly reveals the inequities between the number of students and faculty in the sequences or programs of journalism, communication or business schools. Administrators of these programs then cannot hide the inequities by limiting the number of courses taught in public relations and channeling the excess students into the courses of the related disciplines. For this reason, however, administrators resist departmentalization. Because they come from the disciplines other than public relations, they favor those other disciplines and feel no compulsion to put resources into public relations--unless they are pressured to or rewarded for doing so (pp. 20-21).

Grunig added that Public Relations programs should continue to train undergraduate students for entry-level jobs as communication technicians but also suggested that these programs introduce students to public relations management, methodologies in research, communication theory, and ethics. He proposed the creation of "specialized electives" in areas such as employee relations, community relations, educational relations, and gender issues in public relations.

The recent body of literature on the ideal course requirements for students planning careers in human resource development and management is not as large as in public relations, with the majority of information appearing in non-academic trade journals. However, one recent article (McLagan, 1989) in the Training & Development Journal pointed out a number of "competencies" that would likely be required for future success in the human resource development profession. Those included knowledge of how adults learn; basic computer skills; performance-observation skills; understanding of basic research

methodologies and data collection techniques; knowledge of the principles of business management and economics; delegation and leadership abilities; understanding of organizational behavior; basic interpersonal and small-group communication skills (including interviewing, coaching, negotiating, and assessing feedback); and the ability to write clearly, effectively and well.

To update the body of knowledge in these areas, the authors attempted to assess the similarities or differences that might exist, at least in the areas of general theory and foundations, between programs in public relations and human resource development, sometimes referred to as organizational communication. The authors rely upon the recommended educational needs assessments as reported by individuals currently employed in human resource development or public relations. Any similarities, the authors feel, might provide a basis for reevaluating the relationship between the two programs. Such similarities in needs, if shared or brought together in some hybrid form, might prove enriching and strengthening to both programs, in turn producing graduates better suited for a changing and evolving job market.

This is a follow-up national study to the regional survey work produced by the authors (Thomsen, et al., 1990).

Methodology

Participants

A survey questionnaire was sent to a random sample of 1,000 human resource managers and public relations professionals throughout the United States. The names of the individuals who received surveys were selected randomly from a list provided by the American Society of Training and Development and from the membership directory of the Public Relations Society of America. The surveys were sent to even numbers of human resource professionals and public relations practitioners. The individuals were

employed in a variety of settings including corporate, agency, non-profit, and education. One hundred eighty-three (183) usable responses were received from the public relations group and two hundred and six (206) usable responses were received from the HRD group. This represents a return rate of approximately 39 percent (approximately 37 percent for PR group and 41 percent of the HRD group) for the total group. The questionnaire was designed to collect data and opinions regarding specific courses and educational needs that these professionals would consider important in the proper undergraduate preparation of future practitioners. The respondents were asked to identify their undergraduate major and the career orientation of their undergraduate program. Respondents also were asked to indicate their feelings regarding the importance of accreditation of public relations practitioners and the accreditation of communication programs by the Accrediting Council on Education in Journalism and Mass Communication (the questionnaire is available upon request).

Instrumentation

The instrument used Likert-type scales that asked raters to indicate the relative importance of 54 different topical ares of study on a scale of 1 to 5. The courses were selected from a current university catalog and represented offerings in speech communication, journalism, public relations, mass communication, organizational communication, business management, photography, and graphics. The same Likert-type, 5-point scale was used for the five questions as was used for the individual and sequence accreditation. An ordinal ranking by mean scores are reported. Additionally, a Spearman's rank-order correlation coefficient was applied to selected data. Respondees were asked to assess the value of professional certification, qualifying examinations, ACEJMC accreditation, and graduate degree importance. The

results are reported.

Results

The data presented in Table 1 and Table 2 indicates the top 25 courses, ranked by mean scores, as selected by the two groups: public relations

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Insert Table 1 about here

Insert Table 2 about here

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practitioners and human resource professionals. Elements of News Reporting (4.2569), Intro to Public Relations (4.2569), Publicity (4.2316), Listening (4.1955), and Case Studies in Public Relations (4.1629), Communication in Organizations (4.1129), Internship (4.0842), Presentational Speaking (4.0837), Public Speaking (4.0224), and Interpersonal Communication (4.0168) were ranked by the public relations practitioners as the 10 most important courses with each having a mean score of 4 or greater (on the 1 to 5 scale). The HRD group ranked Interpersonal Communication (4.6206), Listening (4.6089), Presentational Speaking (4.5148), Public Speaking (4.3217), Communication in Organizations (4.3118), Persuasion (4.227), Small Group Communication (4.1970), Organizational Training/Consulting (4.1950), Organizational Behavior (4.1138), and Interviewing Skills (4.0985) as its top 10.

While the two groups differed in the reported importance of writing skills courses, there were several points of agreement regarding courses in communication theory and foundations, skills in oral communication and presentation, and management. It is interesting, and potentially important, to note that five of the top 10 courses (see Table 3), and 15 of the top 25

Insert Table 3 about here

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courses (see Table 5) were the same for both groups. The five similar courses from the top 10--Interpersonal Communication, Listening, Presentational Speaking, Public Speaking, and Communication in Organizations--were actually considered more important by the public relations respondents (see Table 1) than more traditional, and journalism-related courses, such as Feature Writing (ranked 11th by the PR group), Editorial Writing (14th), Media Campaigns (16th), Intro to Mass Communication (22nd), and Copy Editing and Layout (23rd), for example.

As could be predicted, the public relations practitioners placed a high importance on writing skills courses while the human resource professionals did not see these courses as being of as much importance as most of the other courses. In Table 4, the journalism-oriented writing courses were removed

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Insert Table 4 about here

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from consideration and the top courses common to both were reranked. (The rational of this procedure is to bring the primary elements of the study more sharply into focus.) It is worth noting that under this treatment, the groups continued to have eight (8) of the top fifteen (15) courses in common--Interpersonal Communication, Listening, Presentational Speaking, Communication in Organizations, Persuasion, Interviewing Skills, and Intro to Communication. These eight courses were then reranked as a sub-group (1 through 8), based on overall rankings, in order to accommodate the use of a Spearman's rank-order correlation coefficient (which requires a complete subset of n ranks for 1 through n). The result was $p = .69$, which indicates a fairly strong association between the rankings of the two groups. With $t = 2.35$, the assumed non-relatedness of courses can be rejected at a 95 percent confidence level. This indicates a significant, positive correlation between the

rankings of the two groups. Therefore, both groups tend to agree on the relative importance and rankings of the courses in this table.

A Spearman's rho was also applied to data in Table 5. Here, the data was

Insert Table 5 about here

not altered to compensate for the differences regarding journalism-oriented writing courses. The result was p = .47, indicating a moderately positive association between the rankings of the two groups. Further statistical treatment for the table's data resulted in t = 1.92. With this t score, the assumed non-relatedness of courses can be rejected at a 95 percent confidence level and the argument that the rankings of the two groups are significantly correlated in a positive direction can be supported. Again, the data from this table indicates that the groups tend to agree on the importance and rankings of these courses. (It should be emphasized that Spearman's rho, in these two cases, is a measure of the relationship between the rankings of the courses in common.)

The rankings in Table 4 were manipulated to create Table 6. The first

Insert Table 6 about here

section of the survey asked respondents to indicate whether they worked in a corporate, agency, association/non-profit, or educational setting (an "other" category was also included). For the eight courses in Table 4, mean scores were recalculated based only on the responses of professionals who indicated they work in a corporate setting. It is interesting to note (See Table 6) that there is very little variation between the rankings of Table 4 and Table 6. In fact, both yield p = .69 and t = 2.35, indicating a significant, positive correlation between the two groups.

Neither group (See Table 7) indicated that APR certification by the Public Relations Society of America was very important to "success in public

Insert Table 7 about here

relations" (PR mean = 2.7333; HRD mean = 2.7142). Regarding undergraduate education, the two groups reported they felt requiring a qualifying examination for PR majors prior to graduation would be of moderate importance (PR mean = 3.0872: HRD mean = 3.0103). There was only moderate agreement with the statement that the course work in a public relations major should be limited to 25 percent of the total course work to meet accreditation requirements established by ACEJMC (PR mean - 2.9657; HRD mean = 2.8181). In addition, neither group attached much importance on whether a potential job candidate has graduated from an ACEJMC-accredited program in the final hiring decision (PR mean = 2.4067; HRD mean = 2.4722). While human resource professionals felt that graduate study would be moderately important to success in public relations (3.6598), the public relations group attached much less importance (2.8089).

Discussion

It appears, based on the results of this study, that a common core of courses would be appropriate and beneficial to students pursuing careers in both public relations and human resource development, according to professionals currently in both fields. The foundation of this core includes classes in traditional communication theory as well as communication skills such as listening, interviewing and public and presentational speaking. In addition, most professionals in both fields appear to indicate a need for management-oriented courses in the areas of general marketing and organizational communication/behavior. Interestingly, there is a clear

unanimity between both groups of professionals. This consensus challenges the traditional journalistic domination of public relations education and implies that ideal corporate communicators should be well-rounded as opposed to technicians with a limited journalistic orientation.

One of the significant findings from the study is the large number of courses considered important by members of both professional areas. In order to build a program that would require the courses considered moderately important to very important by these two groups, the number of credit hours would have to exceed the current 25-percent-of-the-total-hours rule as presently mandated by ACEJMC. While the idea of a broad, liberal arts education is not being challenged, the professionals responding appear to indicate the preferred education preparation needs to be more extensive. More concern appears to be indicated for breadth and depth than in meeting the criteria of ACEJMC.

Implications

As public relations programs struggle to establish an identity and contemplate relocation to another department or college that might enable them to declare "professional" status, one possible solution seems to emerge from this study. If human resources/organizational communication and public relations programs were to collectively harness their resources, a "corporate and professional communication" major could evolve from the present proposals. The corporate and professional communication program could be built upon the foundation of courses as recommended by the professionals who responded to the authors' survey. The "strategic" harnessing of resources from both academic programs would create the communicator suited to deal with the future challenges of these two merging professional areas in the corporate world. Students would be better suited for the realities of the professions that

would greet them in corporate environments.

Students majoring in corporate communication would take a core series of courses in communication theory, speaking, interviewing, presentational skills, listening, organizational behavior, organizational communication, and general management. Students would then branch out from that foundation based on their career objective. Students wishing to emphasize public relations would take the necessary courses in writing skills, public relations theory and management, and media processes, in addition to the "core". This would reflect the continued emphasis on media writing skills as indicated by public relations professionals. Human resource development students would opt for courses in personnel management and more advanced classes in group and organizational behavior and motivation. The program could be capped with a senior seminar that would introduce students to the fundamentals of research in the behavioral and social sciences and the fundamentals of employment searches. Such an approach would move public relations away from the traditional journalism emphasis and align it more equally with business and organizational communication. According to the results of this study, this seems to be a more accurate reflection of what is actually desired in the ever-evolving world of public relations and human resource development.

Since only moderate support was reflected by professionals concerning the value of PRSA or ASTD certification for students, for establishing qualifying examinations for graduates, for ACEJMC accreditation of programs, or for obtaining a graduate degree in the area of study, it would behoove policy makers to weigh carefully the cost versus the benefits of each of these professionally-related issues.

In summary, we believe the future is bright for broadly educated graduates who elect to apply their communication skills in public relations

and human resource development.

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Table 1

Twenty-Five Most Important Courses in Rank Order

According to Public Relations Professionals

Rank	Course Name	Mean
1	Elements of News Reporting	4.2569
1	Intro to Public Relations	4.2569
3	Publicity	4.2316
4	Listening	4.1955
5	Case STudies in Public Relations	4.1629
6	Communication in Organizations	4.1129
7	Internship	4.0842
8	Presentational Speaking	4.0837
9	Public Speaking	4.0224
10	Interpersonal Communication	4.0168
11	Feature Writing	4.0112
12	Promotional Strategy	3.9887
13	Persuasion	3.9664
14	Editorial Writing	3.8876
15	Public Opinion	3.8857
16	Media Campaigns	3.8376
17	Interviewing Skills	3.7877
18	Intro to Communication	3.7528
19	Consumer and Marketing Behavior	3.7374
19	Principles of Marketing	3.7374
21	Marketing Management	3.7134
22	Intro to Mass Communication	3.6797
23	Copy Editing and Layout	3.5754
24	Principles of Management	3.5449
25	Media Research Methods	3.5865

Table 2

Twenty-five Most Important Courses in Rank Order

According to Human Resource and Development Professionals

Rank	Course Name	Mean
1	Interpersonal Communication	4.6206
2	Listening	4.6089
3	Presentational Speaking	4.5148
4	Public Speaking	4.3217
5	Communication in Organizations	4.3118
6	Persuasion	4.2277
7	Small Group Communication	4.1970
8	Organizational Training/Consulting	4.1950
9	Organizational Behavior	4.1138
10	Interviewing Skills	4.0985
11	Principles of Management	4.0792
12	Personnel Management	3.9257
13	Nonverbal Communication	3.8620
14	Intro to Communication	3.7673
15	Audience Adaptation	3.7563
16	Internship	3.7035
17	Principles of Computer Information Systems	3.6080
18	Personnel Selling	3.5989
19	Business and Society	3.5100
20	Marketing Management	3.2893
21	Promotional Strategy	3.2690
22	Intro to Public Relations	3.2525
23	Consumer and Marketing Behavior	3.2261
24	Principles of Marketing	3.2060
25	Public Opinion	3.1398

Table 3

Courses Ranked in the Top Ten by Both

Human Resource Development and

Public Relations Professionals

Course	HRD Rank	PR Rank
Interpersonal Communication	1	10
Listening	2	4
Presentational Speaking	3	8
Public Speaking	4	9
Communication in Organizations	5	6

Table 4

Courses Ranked in the Top Fifteen by Both

Human Resource Development and

Public Relations Professionals

After Excluding Journalism-Oriented Writing Courses

(See page 13 for rationale)

Course	HRD Rank	PR Rank
Interpersonal Communication	1 (1)	8 (5)
Listening	2 (2)	2 (1)
Presentational Speaking	3 (3)	6 (3)
Public Speaking	4 (4)	7 (4)
Communication in Organizations	5 (5)	4 (2)
Persuasion	6 (6)	10 (6)
Interviewing Skills	10 (7)	13 (7)
Intro to Communication	14 (8)	14 (8)

Note: Numbers in parenthesis represent the reranking of each item within this subgroup to accommodate the Spearman's rank-order correlation coefficient rho, p.

n = 8; d. f. = 6 (1.943)
p = .69
t = 2.35; at a = .05, t > 1.943. Reject the null hypothesis. The ranks are positively correlated.

Table 5

Courses Ranked in the Top Twenty-five by Both

Human Resource Development and

Public Relations Professionals

Course	HRD Rank	PR Rank
Interpersonal Communication	1 (1)	10 (7)
Listening	2 (2)	4 (2)
Presentational Speaking	3 (3)	8 (5)
Public Speaking	4 (4)	9 (6)
Communication in Organizations	5 (5)	6 (3)
Persuasion	6 (6)	13 (9)
Interviewing Skills	10 (7)	17 (11)
Intro to Communication	14 (8)	18 (12)
Internship	16 (9)	7 (4)
Marketing Management	20 (10)	21 (15)
Promotional Strategy	21 (11)	12 (8)
Intro to Public Relations	22 (12)	1 (1)
Consumer and Marketing Behavior	23 (13)	19 (13)
Principles of Marketing	24 (14)	19 (13)
Public Opinion	25 (15)	15 (10)

Note: Numbers in parenthesis represent the reranking of each item within this sub-group to accommodate the Spearman's rank-order correlation coefficient rho, p.

n = 15; d. f. = 13 (1.771)
p = .47
t = 1.92; at a = .05, t > 1.771. Reject the null hypothesis. The ranks are positively correlated.

Table 6

Data From Table 4 Reranked as a Subgroup

Based on the Scores of

Respondents Who Work Only in Corporate Settings

Course	HRD Rank	PR Rank
Interpersonal Communication	2	5
Listening	1	1
Presentational Speaking	3	4
Public Speaking	5	2
Communication in Organizations	4	3
Persuasion	6	7
Interviewing Skills	7	8
Intro to Communication	8	6

Note: Numbers represent the reranking of each item within this subgroup to accommodate the Spearman's rank order correlation coefficient rho, p.

n = 8; d. f. = 6 (1.943)
p = .69
t = 2.35; at a = .05, t > 1.943. Reject the null hypothesis. The ranks are positively correlated.

Table 7

Responses to Questions Regarding Accreditation

Question	HRD Mean	PR Mean
1. How important is individual, professional certification by PRSA or ASTD to success in public relations, business communication, or human resource development?	2.7142	2.733
2. In your opinion, should communication majors be required to pass a qualifying examination prior to graduation?	3.0103	3.0872
3. The Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) currently requires no more than 25 percent of total course work be taken in the major z(approximately 32 to 34 hours limit of PR/journalism courses). Past practices have allowed for a student to major or minor in PR/journalism up to 60 or more hours. In your opinion, how important is departmental, ACEJMC accreditation?	2.8181	2.9657
4. When considering an applicant, how important is it that he or she has graduated from an ACEJMC accredited public relations sequence?	2.4722	2.4067
5. How important is a graduate degree to career success in your field?	3.6598	2.8089